DOCUMENT RESUME

ED 163 077 TM 008 165

AUTHOR Harlan, Hugh A.; And Others
TITLE Nebraska--Assessment Battery of Essential Learning Skills (N-ABELS). Test Forms A-D.
INSTITUTION Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
PUB DATE Oct 77
NOTE 76p.; For related documents, see TM 007 846 and 008 166

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Basic Skills; Educational Assessment; Elementary Education; *Mastery Tests; Minimum Competency Testing; *Performance Based Education; State Programs; Testing Programs; *Test Items; *Tests
IDENTIFIERS Nebraska; *Nebraska Assessment Battery Essential Learn Skills

ABSTRACT

The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) is a goal-oriented instrument with an evaluation component providing a basis for determining acquisition of twelve skills defined as learning goals. Each goal is stated in terms of an acceptable performance standard which clearly describes what the student must do. The skills included are reading (decoding an oral passage); writing from dictation (encoding); spelling; math, including basic computation with whole numbers and decimal fractions; map reading; and three information retrieval skills involving the dictionary, encyclopedia and card catalog. There is no relationship between skill mastery and grade level, but most skills should have been introduced by grade 5. Mastery is defined as errorless performance; therefore N-ABELS differs from standardized achievement tests since the latter are norm referenced to scores of other students at the same grade or age. Although N-ABELS is a marked departure from most school testing programs, it is easily understood by the public. An accountability base is thereby established. This document contains the actual test forms for each of the twelve skills. There are four equally difficult forms, designated A-D. An answer key, student answer sheet, and official student progress report form are included. (Author/CP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163077

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

NEBRASKA— ASSESSMENT BATTERY OF ESSENTIAL LEARNING SKILLS

N-ABELS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Paula Durling
Nebr. Dept. Educ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

TEST FORMS A—D

STATE BOARD OF EDUCATION

Frank E. Landis, President	Lincoln	(District 1)
Dorothy Creigh, Vice President	Hastings	(District 5)
James Monahan	Omaha	(District 2)
Walter M. Thompson	Oakland	(District 3)
Don H. Lienemann	Papillion	(District 4)
Margaret Lockwood	Gering	(District 6)
Marilyn Fowler	Lexington	(District 7)
Bernard F. Costello	Omaha	(District 8)

N-ABELS

Nebraska—Assessment Battery of Essential Learning Skills

TEST FORMS A—D

Prepared
Under the Direction of

Hugh A. Harlan
Administrator, School Management Services

Major Contributors

Stan Carlson
Harriet Egertson
Sharon Meyer

Issued by

Division of Instructional Services
Nebraska Department of Education

July 1975

Revised October 1977

ANNE CAMPBELL

Commissioner of Education

301 Centennial Mall South
P.O. Box 94987
Lincoln, Nebraska 68509

Permission to use or Reproduce this Document must be Obtained from Nebraska State Department of Education

READING SKILL TEST – MARKING COPY

Form A

Name _____ Date _____

Learning Goal: The essential reading skill requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska–Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.

(The directions to the teacher are on page 18 in the N–ABELS Administrative Manual)

Directions to the Student (Read orally to the student):

Please read the following story silently. When you are ready, read it to me aloud. Read the story as though you were talking. You should pronounce all the words correctly.

Improving the quality of the environment is a problem which concerns many of us today. It is not just a matter of cleaning the air and water. We must also find ways to save what is left of the earth's natural resources. Early in our country's history, resources were so plentiful that people didn't think they could ever be used up. We now know that isn't true.

About the turn of the century, a few people became worried about what was happening to the land. Now many groups of citizens are working in their own communities to improve the quality of life there. These groups try to get laws passed to protect the environment.

Check one: The student achieved the goal _____

Retesting will be necessary _____

READING SKILL TEST – MASTER COPY

Form A

Improving the quality of the environment is a problem which concerns many of us today. It is not just a matter of cleaning the air and water. We must also find ways to save what is left of the earth's natural resources. Early in our country's history, resources were so plentiful that people didn't think they could ever be used up. We now know that isn't true.

About the turn of the century, a few people became worried about what was happening to the land. Now many groups of citizens are working in their own communities to improve the quality of life there. These groups try to get laws passed to protect the environment.

READING SKILL TEST – MARKING COPY

Form B

Name _____ Date _____

Learning Goal: The essential reading skill requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska–Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.

(The directions to the teacher are on page 18 in the N–ABELS Administrative Manual)

Directions to the Student (Read orally to the student):

Please read the following story silently. When you are ready, read it to me aloud. Read the story as though you were talking. You should pronounce all the words correctly.

The tremendous herds of buffalo which once lived in the western plains region of North America were hunted by native Americans. For centuries, buffalo provided them with food and clothing. The settlement of the West brought an end to these large herds. In 1890, it was estimated that only about 500 buffalo were still living.

Soon after that, measures were taken to prevent the few remaining buffalo from being killed. Since then, they have been protected by laws that have made it possible for the herds to grow. It is now estimated that about ten thousand buffalo live in the United States. Efforts to cross buffalo with ordinary cattle have not proved successful.

Check one: The student achieved the goal _____

Retesting will be necessary _____

READING SKILL TEST – MASTER COPY

Form B

The tremendous herds of buffalo which once lived in the western plains region of North America were hunted by native Americans. For centuries, buffalo provided them with food and clothing. The settlement of the West brought an end to these large herds. In 1890, it was estimated that only about 500 buffalo were still living.

Soon after that, measures were taken to prevent the few remaining buffalo from being killed. Since then, they have been protected by laws that have made it possible for the herds to grow. It is now estimated that about ten thousand buffalo live in the United States. Efforts to cross buffalo with ordinary cattle have not proved successful.

READING SKILL TEST – MARKING COPY

Form C

Name _____ Date _____

Learning Goal: The essential reading skill requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska–Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.

(The directions to the teacher are on page 18 in the N–ABELS Administrative Manual)

Directions to the Student (Read orally to the student):

Please read the following story silently. When you are ready, read it to me aloud. Read the story as though you were talking. You should pronounce all the words correctly.

A number of diseases used to cause widespread death throughout the world. Recently the medical field has made great new discoveries. Doctors have conducted research into the causes of these diseases. They are now able to make use of laboratory tests to find the causes of many illnesses. The tests help doctors decide how to treat the disease.

Complete checkups each year can help doctors find many illnesses which may be helped by early treatment. However, the short supply of doctors prevents many people from making use of improved medical care. Those who live in out–of–the–way places or who have limited incomes only see a doctor when a serious illness strikes them.

Check one: The student achieved the goal _____

Retesting will be necessary _____

READING SKILL TEST – MASTER COPY

Form C

A number of diseases used to cause widespread death throughout the world. Recently the medical field has made great new discoveries. Doctors have conducted research into the causes of these diseases. They are now able to make use of laboratory tests to find the causes of many illnesses. The tests help doctors decide how to treat the disease.

Complete checkups each year can help doctors find many illnesses which may be helped by early treatment. However, the short supply of doctors prevents many people from making use of improved medical care. Those who live in out–of–the–way places or who have limited incomes only see a doctor when a serious illness strikes them.

READING SKILL TEST – MARKING COPY

Form D

Name _____ Date _____

Learning Goal: The essential reading skill requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska–Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.

(The directions to the teacher are on page 18 in the N–ABELS Administrative Manual)

Directions to the Student (Read orally to the student):

Please read the following story silently. When you are ready, read it to me aloud. Read the story as though you were talking. You should pronounce all the words correctly.

The production of wheat has been important throughout recorded history. Before people could control their food supply, they were forced to travel from place to place in search of food. Because of this, the ability to grow wheat and other grains can be tied to the progress of humanity. When they learned how to grow wheat, people were able to settle down. They could direct their attention to the development of the arts and sciences.

When a country could produce more grain than it needed, the extra could be sold to other countries. Therefore, grain was an important element in the early growth of trade. Even today, wheat is a major product in the world market.

Check one: The student achieved the goal _____

Retesting will be necessary _____

READING SKILL TEST – MASTER COPY

Form D

The production of wheat has been important throughout recorded history. Before people could control their food supply, they were forced to travel from place to place in search of food. Because of this, the ability to grow wheat and other grains can be tied to the progress of humanity. When they learned how to grow wheat, people were able to settle down. They could direct their attention to the development of the arts and sciences.

When a country could produce more grain than it needed, the extra could be sold to other countries. Therefore, grain was an important element in the early growth of trade. Even today, wheat is a major product in the world market.

WRITING SKILL TEST

Form A

Name _____ Date _____

Learning Goal: The essential writing skill requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska–Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).

(The directions to the teacher are on page 23 in the N–ABELS Administrative Manual)

Directions to the student: (Read to the student)

Please put your name and today's date on the paper that has been given to you. Indicate that this is Form __A__ . (Pause) Some paragraphs will be read to you which you will then write from dictation. Please write them as carefully as you can. Pay careful attention to spelling, use of capital letters, and punctuation. Your handwriting must also be neat and easy to read. Take as much time as you need. You may replay any part of the tape as often as you like. When you are finished, proofread your work. You may recopy it if you wish. Before you start writing I am going to read the entire story. Please listen as I read. When the first reading is completed, I will read the story again very slowly. Then you may begin to write.

> The steam engine was very important in the early history of the United States. It caused major changes in trade, travel, and work. The steam engine made it possible to build faster ships. These ships could carry materials and people more quickly than ever before. Steam engines were also used to power early trains.
>
> The steam engine helped western America to grow. It was used to run trains on the land and steamboats on the rivers and oceans. People no longer had to travel in slow covered wagons. They were able to move quickly to develop new lands throughout western America.

Check one: The student achieved the goal _____

Retesting will be necessary _____

WRITING SKILL TEST

Form B

Name _____ Date _____

Learning Goal: The essential writing skill requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska–Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).

(The directions to the teacher are on page 23 in the N–ABELS Administrative Manual)

Directions to the student: (Read to the student)

Please put your name and today's date on the paper that has been given to you. Indicate that this is Form __B__. (Pause) Some paragraphs will be read to you which you will then write from dictation. Please write them as carefully as you can. Pay careful attention to spelling, use of capital letters, and punctuation. Your handwriting must also be neat and easy to read. Take as much time as you need. You may replay any part of the tape as often as you like. When you are finished, proofread your work. You may recopy it if you wish. Before you start writing I am going to read the entire story. Please listen as I read. When the first reading is completed, I will read the story again very slowly. Then you may begin to write.

Some scientists think that the temperature of the oceans is rising at a dangerous rate. They are afraid that it may hurt plants, animals, and fish. Careless people can make a difference in ocean temperature. They throw away many used materials. Some of these find their way to the oceans and cause changes. It is hard to imagine that this could happen in so large a body of water.

Steps must be taken soon to stop these effects. The population of the earth is growing very quickly. We may need the food that the oceans can provide. It soon may become important to farm the oceans. Can you help protect them?

Check one: The student achieved the goal _____

Retesting will be necessary _____

WRITING SKILL TEST

Form C

Name _____ Date _____

Learning Goal: The essential writing skill requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska–Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).

(The directions to the teacher are on page 23 in the N–ABELS Administrative Manual)

Directions to the student: (Read to the student)

Please put your name and today's date on the paper that has been given to you. Indicate that this is Form C. (Pause) Some paragraphs will be read to you which you will then write from dictation. Please write them as carefully as you can. Pay careful attention to spelling, use of capital letters, and punctuation. Your handwriting must also be neat and easy to read. Take as much time as you need. You may replay any part of the tape as often as you like. When you are finished, proofread your work. You may recopy it if you wish. Before you start writing I am going to read the entire story. Please listen as I read. When the first reading is completed, I will read the story again very slowly. Then you may begin to write.

Many stars appear in the night sky. They have interested people since the very early history of mankind. Ancient people believed that the movement of the stars could control their lives. Modern people also watch the stars. Some people think that the stars can guide them in planning for the future.

Most scientists do not consider such ideas when they study the stars. They are looking for special kinds of information. They want to know how energy is produced. They wonder if there is life in other places. They want to learn more about the nature of our own sun. What questions do you have when you look up at the night sky?

Check one: The student achieved the goal _____

Retesting will be necessary _____

WRITING SKILL TEST

Form D

Name _____ Date _____

Learning Goal: The essential writing skill requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska–Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).

(The directions to the teacher are on page 23 in the N–ABELS Administrative Manual)

Directions to the student: (Read to the student)

Please put your name and today's date on the paper that has been given to you. Indicate that this is Form D. (Pause) Some paragraphs will be read to you which you will then write from dictation. Please write them as carefully as you can. Pay careful attention to spelling, use of capital letters, and punctuation. Your handwriting must also be neat and easy to read. Take as much time as you need. You may replay any part of the tape as often as you like. When you are finished, proofread your work. You may recopy it if you wish. Before you start writing I am going to read the entire story. Please listen as I read. When the first reading is completed, I will read the story again very slowly. Then you may begin to write.

> Electricity helps us in many ways. Have you thought about how electricity helps your life? It provides heat, light, and power. It runs all kinds of machines. Many people have jobs in the production of electricity. Our lives would be quite different if electric energy had not been discovered.
>
> Water power is one of the chief means of producing electricity. Fast moving rivers and streams drive machines which make electricity. Coal and oil are also used to produce electricty. The electric current is then sent through wires to our homes and work places.

Check one: The student achieved the goal _____

Retesting will be necessary _____

WRITING SKILLS TEST — SPELLING SUPPLEMENT

Form A

Name _____ Date _____

Learning Goal: The essential spelling skill requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N–ABELS 1000 Word Writing Vocabulary.

(The directions to the teacher are on page 26 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student)

Please put your name and today's date on the paper which has been given to you. Indicate that this is Form A. (Pause) I am going to read 20 words to you. Each word will be read twice and will be used in a sentence. You may replay any part of the tape as often as you wish or you may ask me to repeat if you wish. Each word must be written clearly. Just write the word, not the whole sentence. If you want to rewrite a word, either erase it or draw a line through it and write it again. Please get ready to write.

Form A Test:

1. edge – When he fell, his head hit the edge of the table.
2. built – The dam was built by beavers.
3. major – Truck travel is heavy on major highways.
4. always – They always have a big Sunday dinner.
5. laid – The teacher laid the book on the table.
6. sure – Are you sure that's the answer?
7. circle – At night the wagons parked in a circle.
8. round – They played another round of golf.
9. action – The committee voted to take immediate action.
10. house – Their house was built of bricks.
11. appear – In the spring new shoots appear on many trees.
12. noise – Did you hear that loud noise?
13. their – Their land borders on ours.
14. distance – He walked a distance of six miles.
15. range – The rifle has a range of one hundred yards.
16. paragraph – She wrote a paragraph about her trip.
17. couldn't – We couldn't leave any earlier.
18. throughout – The wind blew throughout the night.
19. been – I have been there before.
20. first – He was the first person to arrive.

Check one: The student achieved the goal 1.

Retesting will be necessary _____

WRITING SKILLS TEST — SPELLING SUPPLEMENT

Form B

Name _____ Date _____

Learning Goal: The essential spelling skill requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N–ABELS 1000 Word Writing Vocabulary.

(The directions to the teacher are on page 26 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student)

Please put your name and today's date on the paper which has been given to you. Indicate that this is Form B. (Pause) I am going to read 20 words to you. Each word will be read twice and will be used in a sentence. You may replay any part of the tape as often as you wish or you may ask me to repeat if you wish. Each word must be written clearly. Just write the word, not the whole sentence. If you want to rewrite a word, either erase it or draw a line through it and write it again. Please get ready to write.

Form B Test:

1. kitchen – Please put the groceries in the kitchen.
2. oxygen – The tank of oxygen is nearly empty.
3. trouble – Car trouble can be very expensive.
4. guess – Can you guess what will happen next?
5. temperature – The temperature outside is rising.
6. afraid – Some people are afraid of the dark.
7. exercise – Exercise strengthens muscles.
8. quite – Winter days are quite short.
9. clothes – She was wearing new clothes.
10. women – Several women work in that office.
11. answer – The answer to your question is correct.
12. should – We should know by tomorrow.
13. hour – Can you finish the job in an hour?
14. breakfast – He always eats a big breakfast.
15. strength – The elephant's strength is amazing.
16. develop – Can you develop those pictures by tomorrow?
17. farther – She lives farther away than I do.
18. meant – He meant to tell you about it.
19. natural – It was natural for him to get up early.
20. chief – Agriculture is the chief industry of the midwest.

Check one: The student achieved the goal _____

Retesting will be necessary _____

WRITING SKILLS TEST — SPELLING SUPPLEMENT

Form C

Name _____ Date _____

Learning Goal: The essential spelling skill requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N–ABELS 1000 Word Writing Vocabulary.

(The directions to the teacher are on page 26 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student)

Please put your name and today's date on the paper which has been given to you. Indicate that this is Form C. (Pause) I am going to read 20 words to you. Each word will be read twice and will be used in a sentence. You may replay any part of the tape as often as you wish or you may ask me to repeat if you wish. Each word must be written clearly. Just write the word, not the whole sentence. If you want to rewrite a word, either erase it or draw a line through it and write it again. Please get ready to write.

Form C Test:

1. heard – I heard what he said.
2. course – The river changed its course.
3. mountain – The careless campers left a mountain of trash.
4. ancient – Many ancient cities were destroyed by earthquakes.
5. morning – He gets up at seven o'clock in the morning.
6. says – Carl says he'll be right over.
7. doesn't – She doesn't live there anymore.
8. touch – Don't touch the wet paint.
9. almost – It is almost time to leave.
10. machine – The sewing machine needs oil.
11. bottom – She slid all the way to the bottom of the hill.
12. often – How often is the mail picked up?
13. thousand – The car cost four thousand dollars.
14. ground – In winter the ground freezes solid.
15. tomorrow – The dry cleaning will be ready tomorrow.
16. please – Please hang your coat in the closet.
17. either – You may have either coffee or tea with your dinner.
18. reason – He had a good reason for being late.
19. business – They went into business for themselves.
20. include – The dinner will include dessert.

Check one: The student achieved the goal _____

Retesting will be necessary _____

WRITING SKILLS TEST — SPELLING SUPPLEMENT

Form D

Name _____ Date _____

Learning Goal: The essential spelling skill requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N–ABELS 1000 Word Writing Vocabulary.

(The directions to the teacher are on page 26 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student)

Please put your name and today's date on the paper which has been given to you. Indicate that this is Form D. (Pause) I am going to read 20 words to you. Each word will be read twice and will be used in a sentence. You may replay any part of the tape as often as you wish or you may ask me to repeat if you wish. Each word must be written clearly. Just write the word, not the whole sentence. If you want to rewrite a word, either erase it or draw a line through it and write it again. Please get ready to write.

Form D Test:

1. government – The president heads the executive branch of the government.
2. caught – George caught a cold last week.
3. metal – Metal is a durable substance.
4. area – The police were sent to patrol the area.
5. language – Spanish is his native language.
6. too – The bridge was too weak to support the train.
7. column – The column of troops moved south.
8. wouldn't – She wouldn't help us.
9. against – The rake is leaning against the barn.
10. hundred – A dollar is one hundred cents.
11. between – John is standing between Dan and Bill.
12. mouth – The ships are waiting at the mouth of the river.
13. twelve – I will meet you for lunch at twelve o'clock.
14. familiar – The tune had a familiar sound.
15. weight – She diets and exercises to control her weight.
16. passed – The car passed the slow truck.
17. describe – Can you describe what you saw?
18. system – Our digestive system processes the food we eat.
19. bought – Mary bought a new dress.
20. heavy – It is cold enough for a heavy coat.

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(a) – READING NUMERALS – MARKING COPY

Form A

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(a) requires the student to read positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Please study the following numerals.

When you are ready, read them to me aloud.

1.	25,000,368	4.	378.07
2.	943,005	5.	$14.08
3.	1,007,607	6.	11 17/32

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(a) – READING NUMERALS – MASTER COPY

Form A

1. 25,000,368	4. 378.07
2. 943,005	5. $14.08
3. 1,007,607	6. 11 17/32

MATH SKILL 1(a) – READING NUMERALS – MARKING COPY

Form B

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(a) requires the student to read positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Please study the following numerals.

When you are ready, read them to me aloud.

1.	36,000,236	4.	436.03
2.	836,003	5.	$19.07
3.	2,006,304	6.	14 9/64

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1 (a) – READING NUMERALS – MASTER COPY

Form B

1.	36,000,236	4.	436.03
2.	836,003	5.	$12.07
3.	2,006,304	6.	14 9/64

MATH SKILL 1(a) – READING NUMERALS – MARKING COPY

Form C

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(a) requires the student to read positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Please study the following numerals.

When you are ready, read them to me aloud.

1.	43,000,368	4.	647.03
2.	563,030	5.	$16.34
3.	3,001,704	6.	11 23/29

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(a) – READING NUMERALS – MASTER COPY

Form C

1.	43,000,368	4.	647.03
2.	563,030	5.	$16.34
3.	3,001,704	6.	11 23/29

MATH SKILL 1(a) – READING NUMERALS – MARKING COPY

Form D

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(a) requires the student to read positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Please study the following numerals.

When you are ready, read them to me aloud.

1.	6,460,372	4.	374.07
2.	51,000,364	5.	$16.08
3.	3,006,607	6.	47 17/43

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(a) – READING NUMERALS – MASTER COPY

Form D

1.	6,460,372	4.	374.07
2.	51,000,364	5.	$16.08
3.	3,006,607	6.	47 17/43

MATH SKILL 1(b) – WRITING NUMERALS

Form A

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(b) requires the student to write positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student):

Please write the following numerals as I read them to you.

I will repeat the numeral if you ask.

1.	3,604,972	4.	94.67
2.	900,062	5.	$5.46
3.	7,003,147	6.	7 9/24

Note: The numerals should be read as follows:

1. Three million, six hundred four thousand, nine hundred seventy-two
2. Nine hundred thousand, sixty-two
3. Seven million, three thousand, one hundred forty-seven
4. Ninety-four and sixty-seven hundredths
5. Five dollars and forty-six cents
6. Seven and nine twenty-fourths

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(b) – WRITING NUMERALS

Form B

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(b) requires the student to write positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student):

Please write the following numerals as I read them to you.

I will repeat the numeral if you ask.

1.	4,703,874	4.	87.43
2.	600,047	5.	$6.35
3.	5,006,316	6.	3 14/19

Note: The numerals should be read as follows.

1. Four million, seven hundred thousand three, eight hundred seventy-four
2. Six hundred thousand, forty-seven
3. Five million, six thousand, three hundred sixteen
4. Eighty-seven and forty-three hundredths
5. Six dollars and thirty-five cents
6. Three and fourteen-nineteenths

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(b) – WRITING NUMERALS

Form C

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(b) requires the student to write positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student):

Please write the following numerals as I read them to you.

I will repeat the numeral if you ask.

1.	5,804,947	4.	57.38
2.	300,072	5.	$3.42
3.	6,004,363	6.	23 19/42

Note: The numerals should be read as follows:

1. Five million, eight hundred four thousand, nine hundred forty-seven
2. Three hundred thousand, seventy-two
3. Six million, four thousand, three hundred sixty-three
4. Fifty-seven and thirty-eight hundredths
5. Three dollars and forty-two cents
6. Twenty-three and nineteen forty-seconds

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(b) – WRITING NUMERALS

Form D

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(b) requires the student to write positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student):

Please write the following numerals as I read them to you.

I will repeat the numeral if you ask.

1.	6,709,437	4.	28.72
2.	700,046	5.	$8.45
3.	5,007,196	6.	9 27/37

Note: The numerals should be read as follows:

1. Six million, seven hundred nine thousand, four hundred thirty-seven
2. Seven hundred thousand, forty-six
3. Five million, seven thousand, one hundred ninety-six
4. Twenty-eight and seventy-two hundredths
5. Eight dollars and forty-five cents
6. Nine and twenty-seven thirty-sevenths

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 2 – RECOGNITION OF DECIMALS, PERCENTAGES, AND FRACTIONS

Form A

Name _____ Date _____

Learning Goal: The essential mathematics skill 2 requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.

(The directions to the teacher are on page 34 in the N–ABELS Administrative Manual)

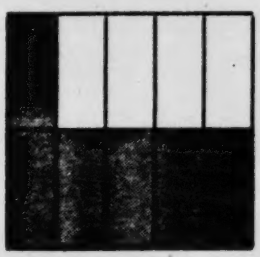
Directions to the Student: (Read orally to the student.)

Study these figures.
Put x's beside the answers represented by the shaded portion.
Each item has several answers.

1.

__a.	75%	__e.	1½
__b.	.075	__f.	.75
__c.	3/4	__g.	7.5 percent
__d.	7.5	__h.	4/3

2.



__a.	.40	__e.	2/5
__b.	60 percent	__f.	.06
__c.	6/4	__g.	6/10
__d.	40%	__h.	.60

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 2 – RECOGNITION OF DECIMALS, PERCENTAGES, AND FRACTIONS

Form B

Name _____ Date _____

Learning Goal: The essential mathematics skill 2 requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.

(The directions to the teacher are on page 34 in the N–ABELS Administrative Manual)

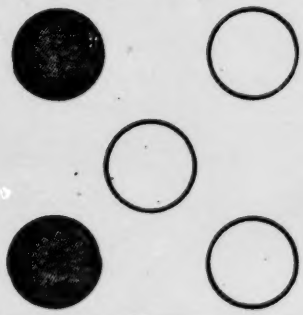
Directions to the Student: (Read orally to the student.)

Study these figures.
Put x's beside the answers represented by the shaded portion.
Each item has several answers.

1.

__ a.	3/4	__ e.	3¼
__ b.	75 percent	__ f.	25%
__ c.	¼	__ g.	.75
__ d.	.25	__ h.	75%

2.



__ a.	3/10	__ e.	4.0
__ b.	.04	__ f.	40 percent
__ c.	2/5	__ g.	20%
__ d.	2 1/5	__ h.	.40

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 2 – RECOGNITION OF DECIMALS, PERCENTAGES, AND FRACTIONS

Form C

Name _____ Date _____

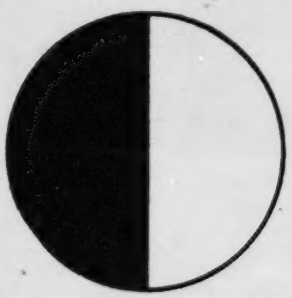
Learning Goal: The essential mathematics skill 2 requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.

(The directions to the teacher are on page 34 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student.)

Study these figures.
Put x's beside the answers represented by the shaded portion.
Each item has several answers.

1.



__ a.	.05	__ e.	5.0
__ b.	50 percent	__ f.	½
__ c.	.5	__ g.	5%
__ d.	2 ½	__ h.	2/2

2.

__ a.	4/10	__ e.	8/10
__ b.	8 percent	__ f.	8.0
__ c.	8/5	__ g.	80%
__ d.	.8	__ h.	.2

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 2 – RECOGNITION OF DECIMALS, PERCENTAGES, AND FRACTIONS

Form D

Name _____ Date _____

Learning Goal: The essential mathematics skill 2 requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.

(The directions to the teacher are on page 34 in the N–ABELS Administrative Manual)

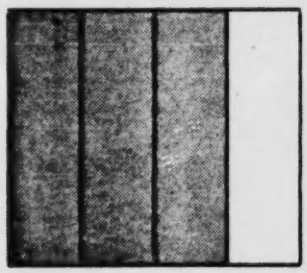
Directions to the Student: (Read orally to the student.)

Study these figures.
Put x's beside the answers represented by the shaded portion.
Each item has several answers.

1.

__a.	2/5	__e.	2/3
__b.	40%	__f.	.30
__c.	4/5	__g.	60 percent
__d.	.4	__h.	.04

2.



__a.	.75	__e.	4/3
__b.	.075	__f.	7.5 percent
__c.	¼	__g.	.25
__d.	75%	__h.	3/4

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILLS 3 AND 4 – ADDITION AND MULTIPLICATION FACTS

Learning Goal: The essential mathematics skills 3 and 4 require the student to know the basic facts for addition and multiplication.

(The directions to the teacher are on page 36 in the N–ABELS Administrative Manual)

Directions to the Student:

Please put your name and today's date on the answer sheet which has been given to you. Indicate that this is Form _____. (Pause) You will notice that there are eight rows of boxes on your answer sheet with 10 boxes in each row. I am going to give you ten addition (multiplication) facts in three second intervals. At the end of each row I will pause and tell you to go to the next row. This test is timed so you will not be permitted to replay any part of the test. Prepare yourself mentally to work quickly, but carefully. If you lose your place, wait and start at the beginning of the next row. Please get ready to write.

STUDENT ANSWER SHEET

Name _____

Date _____

MATH SKILL 3 or 4

(circle one)

Form _____

1. | | | | | | | | | | |

2. | | | | | | | | | | |

3. | | | | | | | | | | |

4. | | | | | | | | | | |

5. | | | | | | | | | | |

6. | | | | | | | | | | |

7. | | | | | | | | | | |

8. | | | | | | | | | | |

Check one: The student achieved the goal _____

Retesting will be necessary _____

Math Skill 3: Addition Facts -- Form A Tape Script

3 +3	7 +5	4 +3	9 +2	8 +5	2 +2	3 +9	6 +0	4 +6	1 +5
2 +7	9 +8	5 +3	2 +4	6 +8	0 +9	4 +8	1 +3	9 +5	3 +2
6 +1	8 +4	9 +6	2 +3	6 +7	2 +8	5 +6	9 +7	3 +6	5 +5
4 +4	8 +7	1 +7	2 +9	8 +2	2 +6	7 +6	5 +2	8 +9	3 +1
1 +9	3 +8	5 +4	4 +1	6 +5	3 +4	8 +8	7 +2	1 +8	7 +7
2 +5	9 +3	5 +1	7 +4	3 +5	6 +9	4 +5	7 +1	9 +4	1 +6
9 +1	5 +7	4 +9	1 +4	8 +6	7 +3	8 +1	6 +4	7 +8	6 +6
9 +9	8 +3	6 +3	5 +9	6 +2	5 +8	7 +9	3 +7	4 +7	4 +2

MATH SKILL 3 Answer Key

Form A

	6	12	7	11	13	4	12	6	10	6
1.				CUT OUT BOXES IN EACH ROW						
	9	17	8	6	14	9	12	4	14	5
2.										
	7	12	15	5	13	10	11	16	9	10
3.										
	8	15	8	11	10	8	13	10	17	4
4.										
	10	11	9	5	11	7	16	9	9	14
5.										
	7	12	6	11	8	15	9	8	13	7
6.										
	10	12	13	5	14	10	9	10	15	12
7.										
	18	11	9	14	8	13	16	10	11	6
8.										

Math Skill 3: Addition Facts – Form B Tape Script

5 +5	8 +6	4 +3	9 +5	1 +3	6 +8	4 +6	8 +1	6 +6	3 +5
1 +4	8 +9	6 +0	9 +2	8 +7	3 +3	6 +7	5 +4	7 +8	1 +7
5 +2	7 +9	1 +8	7 +7	8 +3	1 +9	4 +7	2 +8	9 +4	8 +8
2 +2	9 +7	2 +6	9 +9	4 +8	0 +9	2 +4	9 +3	6 +9	5 +1
6 +4	5 +7	6 +1	9 +6	7 +2	5 +8	7 +1	6 +3	7 +6	4 +2
2 +3	8 +4	2 +5	9 +1	4 +5	3 +9	5 +6	4 +4	9 +8	3 +6
3 +1	6 +5	3 +7	4 +1	7 +5	4 +9	6 +2	5 +9	1 +6	3 +2
3 +4	1 +5	2 +9	8 +5	7 +3	2 +7	5 +3	7 +4	3 +8	8 +2

MATH SKILL 3 Answer Key

Form B

	10	14	7	14	4	14	10	9	12	8
1.				CUT OUT BOXES IN EACH ROW						
	5	17	6	11	15	6	13	9	15	8
2.										
	7	16	9	14	11	10	11	10	13	16
3.										
	4	16	8	18	12	9	6	12	15	6
4.										
	10	12	7	15	9	13	8	9	13	6
5.										
	5	12	7	10	9	12	11	8	17	9
6.										
	4	11	10	5	12	13	8	14	7	5
7.										
	7	6	11	13	10	9	8	11	11	10
8.										

Math Skill 3: Addition Facts -- Form C Tape Script

4 +1	5 +8	7 +3	3 +4	6 +9	1 +7	8 +8	4 +7	2 +8	6 +6
2 +6	3 +9	6 +8	3 +1	9 +2	5 +5	9 +7	1 +4	5 +9	9 +1
7 +7	9 +4	5 +6	1 +9	8 +4	9 +9	8 +2	7 +8	6 +1	0 +9
5 +2	4 +6	2 +3	8 +5	5 +3	6 +7	2 +4	5 +7	4 +9	5 +4
3 +3	9 +6	3 +2	6 +5	4 +3	9 +5	7 +1	8 +6	7 +5	1 +8
8 +1	3 +7	2 +9	7 +2	9 +8	7 +6	5 +1	3 +5	4 +8	4 +4
4 +2	8 +9	9 +3	2 +7	1 +5	6 +2	8 +7	1 +6	7 +9	2 +5
1 +3	6 +3	4 +5	3 +8	6 +0	7 +4	3 +6	8 +3	6 +4	2 +2

MATH SKILL 3 Answer Key

Form C

	5	13	10	7	15	8	16	11	10	12
1.				CUT OUT BOXES IN EACH ROW						
	8	12	14	4	11	10	16	5	14	10
2.										
	14	13	11	10	12	18	10	15	7	9
3.										
	10	10	5	13	8	13	6	12	13	9
4.										
	6	15	5	11	7	14	8	14	12	9
5.										
	9	10	11	9	17	13	6	8	12	8
6.										
	6	17	12	9	6	8	15	7	16	7
7.										
	4	9	9	11	6	11	9	11	10	4
8.										

Math Skill 3: Addition Facts – Form D Tape Script

4 +1	7 +3	8 +1	9 +7	1 +7	5 +5	3 +4	6 +8	4 +6	1 +5
1 +8	7 +1	5 +2	2 +2	9 +9	1 +9	9 +2	6 +1	3 +7	1 +3
6 +2	3 +5	9 +4	1 +4	4 +8	0 +9	8 +7	4 +2	2 +5	7 +7
3 +2	7 +9	3 +1	2 +4	8 +4	5 +1	6 +3	2 +7	7 +8	5 +3
9 +1	7 +2	2 +3	5 +8	6 +4	3 +8	3 +3	8 +3	2 +8	7 +5
6 +6	5 +4	7 +6	4 +3	5 +9	9 +3	9 +8	5 +7	3 +9	4 +4
1 +6	6 +7	4 +9	8 +6	2 +9	8 +5	5 +6	8 +9	4 +7	2 +6
8 +2	6 +9	7 +4	3 +6	4 +5	9 +6	8 +8	9 +5	6 +5	6 +0

MATH SKILL 3 Answer Key

Form D

	5	10	9	16	8	10	7	14	10	6
1.				CUT OUT BOXES IN EACH ROW						
	9	8	7	4	18	9	11	7	10	4
2.										
	8	8	13	5	12	9	15	6	7	14
3.										
	5	16	4	6	12	6	9	9	15	8
4.										
	10	9	5	13	10	11	6	11	10	12
5.										
	12	9	13	7	14	12	17	12	12	8
6.										
	7	13	13	14	11	13	11	17	11	8
7.										
	10	15	11	9	9	15	16	14	11	6
8.										

Math Skill 4: Multiplication Facts – Form A Tape Script

2 x5	3 x7	6 x5	4 x7	6 x8	7 x2	9 x4	8 x6	9 x9	2 x4
3 x4	1 x4	3 x2	7 x3	7 x9	6 x7	4 x2	1 x5	5 x3	3 x5
8 x1	7 x6	4 x4	6 x3	2 x9	4 x6	8 x9	8 x3	4 x1	6 x6
2 x8	2 x7	5 x6	3 x1	8 x5	2 x6	6 x9	8 x7	6 x2	6 x4
2 x3	3 x3	3 x6	7 x8	9 x7	1 x6	8 x4	3 x9	4 x8	5 x5
2 x2	8 x2	9 x3	3 x8	4 x5	9 x5	8 x8	9 x1	5 x4	1 x3
5 x1	5 x7	1 x9	6 x1	7 x4	0 x7	5 x8	1 x7	5 x9	5 x2
7 x7	9 x2	6 x0	9 x6	7 x5	1 x8	7 x1	9 x8	4 x9	4 x3

MATH SKILL 4 Answer Key

Form A

	10	21	30	28	48	14	36	48	81	8
1.				CUT OUT BOXES IN EACH ROW						
	12	4	6	21	63	42	8	6	15	15
2.										
	8	42	16	18	18	24	72	24	4	36
3.										
	16	14	30	3	40	12	54	56	12	24
4.										
	6	9	18	56	63	6	32	27	32	25
5.										
	4	16	27	24	20	45	64	9	20	3
6.										
	5	35	9	6	28	7	40	7	45	10
7.										
	49	18	6	54	35	8	7	72	36	12
8.										

Math Skill 4: Multiplication Facts – Form B Tape Script

6 x2	7 x4	9 x3	3 x8	1 x6	8 x4	3 x5	8 x7	9 x8	1 x7
1 x9	9 x5	8 x8	9 x1	5 x9	6 x4	2 x4	0 x7	5 x8	4 x3
4 x5	7 x7	9 x2	6 x0	9 x6	8 x5	2 x6	6 x9	2 x5	6 x1
6 x6	6 x8	4 x6	8 x9	2 x2	8 x2	3 x7	6 x5	4 x7	4 x4
4 x1	8 x3	4 x2	1 x5	5 x3	9 x7	7 x3	7 x5	1 x8	5 x7
5 x2	4 x9	5 x4	3 x9	4 x8	5 x6	3 x1	7 x8	2 x3	3 x3
3 x4	1 x4	3 x2	9 x9	2 x8	2 x7	1 x3	8 x1	7 x6	7 x1
5 x5	6 x3	2 x9	7 x9	6 x7	3 x6	7 x2	9 x4	8 x6	5 x1

MATH SKILL 4 Answer Key

Form B

	12	28	27	24	6	32	15	56	72	7
1.				CUT OUT BOXES IN EACH ROW						
	9	45	64	9	45	24	8	7	40	12
2.										
	20	49	18	6	54	40	12	54	10	6
3.										
	36	48	24	72	4	16	21	30	28	16
4.										
	4	24	8	5	15	63	21	35	8	35
5.										
	10	36	20	27	32	30	3	56	6	9
6.										
	12	4	6	81	16	14	3	8	42	7
7.										
	25	18	18	63	42	18	14	36	48	5
8.										

Math Skill 4: Multiplication Facts – Form C Tape Script

8 x1	7 x6	7 x2	9 x4	3 x6	7 x5	1 x8	7 x1	5 x2	1 x3
2 x4	5 x5	3 x9	4 x8	3 x3	9 x9	2 x8	2 x7	5 x6	1 x6
6 x1	7 x4	9 x3	4 x6	8 x9	8 x3	3 x1	7 x8	9 x7	4 x2
4 x4	6 x3	2 x9	8 x5	2 x6	6 x9	7 x3	7 x9	6 x7	2 x3
9 x1	7 x7	9 x2	6 x0	2 x5	3 x7	6 x5	4 x7	6 x2	1 x9
3 x4	1 x4	3 x2	8 x4	4 x1	6 x8	1 x5	5 x3	4 x9	6 x6
1 x7	0 x7	5 x8	5 x4	4 x3	9 x8	5 x9	6 x4	3 x8	4 x5
2 x2	8 x2	3 x5	8 x7	9 x6	8 x6	5 x1	5 x7	9 x5	8 x8

MATH SKILL 4 Answer Key

Form C

	8	42	14	36	18	35	8	7	10	3
1.				CUT OUT BOXES IN EACH ROW						
	8	25	27	32	9	81	16	14	30	6
2.										
	6	28	27	24	72	24	3	56	63	8
3.										
	16	18	18	40	12	54	21	63	42	6
4.										
	9	49	18	6	10	21	30	28	12	9
5.										
	12	4	6	32	4	48	5	15	36	36
6.										
	7	0	40	20	12	72	45	24	24	20
7.										
	4	16	15	56	54	48	5	35	45	64
8.										

Math Skill 4: Multiplication Facts – Form D Tape Script

3 x3	3 x6	7 x5	5 x9	6 x4	4 x3	9 x8	1 x7	0 x7	2 x3
2 x4	9 x7	7 x3	4 x9	5 x2	1 x3	5 x8	5 x4	3 x9	7 x1
5 x5	7 x9	6 x7	8 x1	7 x6	7 x2	4 x8	2 x2	8 x2	4 x5
3 x1	7 x8	5 x1	5 x7	6 x6	3 x5	8 x7	6 x2	1 x9	6 x1
1 x4	3 x2	9 x5	8 x8	1 x6	8 x4	4 x1	2 x6	6 x9	2 x5
6 x0	9 x6	3 x4	6 x8	4 x6	7 x4	9 x3	3 x8	4 x7	1 x8
9 x1	7 x7	9 x2	8 x9	8 x3	9 x4	8 x6	4 x4	6 x3	2 x9
4 x2	1 x5	5 x3	9 x9	2 x8	2 x7	5 x6	8 x5	3 x7	6 x5

MATH SKILL 4 Answer Key

Form D

	9	18	35	45	24	12	72	7	0	6
1.				CUT OUT BOXES IN EACH ROW						
	8	63	21	36	10	3	40	20	27	7
2.										
	25	63	42	8	42	14	32	4	16	20
3.										
	3	56	5	35	36	15	56	12	9	6
4.										
	4	6	45	64	6	32	4	12	54	10
5.										
	0	54	12	48	24	28	27	24	28	8
6.										
	9	49	18	72	24	36	48	16	18	18
7.										
	8	5	15	81	16	14	30	40	21	30
8.										

MATH SKILL 5 – ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION

Form A

Name _____ Date _____

Learning Goal: The essential mathematics skill 5 requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.

(The directions to the teacher are on page 42 in the N–ABELS Administrative Manual)

Directions to the student:

Work the problems in the boxes below.

Write your answers on the lines.

1. 7,957 + 4,376 = _____
2. 87.6 + .17 + 16.7 + 4.75 = _____
3. 407.46 + 857 + 37.6 + .805 = _____

1.	2.	3.

4. 6007 – 473 = _____
5. 386 – 4.76 = _____
6. 4,869 – 379.7 = _____

4.	5.	6.

7. 6,700 x 50 = _____

8. 6.7 x 57 = _____

9. 48.02 x 3.8 = _____

7.	8.	9.

10. 38,684 ÷ 509 = _____

11. 6.4 ÷ .16 = _____

12. 68.53 ÷ 8.9 = _____

10.	11.	12.

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 5 – ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION

Form B

Name _____ Date _____

Learning Goal: The essential mathematics skill 5 requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.

(The directions to the teacher are on page 42 in the N–ABELS Administrative Manual)

Directions to the student:

Work the problems in the boxes below.

Write your answers on the lines.

1. 9,334 + 5,756 = _____
2. 15.8 + 4.74 + .009 + 80.3 = _____
3. 678 + 45.4 + 607.65 + .808 = _____

1.	2.	3.

4. 4,008 – 753 = _____
5. 676 – 2.32 = _____
6. 8,513.07 – 870.6 = _____

4.	5.	6.

7. 5,300 x 20 = _____

8. 4.6 x 35 = _____

9. 42.09 x 6.7 = _____

7.	8.	9.

10. 65,286 ÷ 702 = _____

11. 2.2 ÷ .88 = _____

12. 63.75 ÷ 7.5 = _____

10.	11.	12.

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 5 – ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION

Form C

Name _____ Date _____

Learning Goal: The essential mathematics skill 5 requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.

(The directions to the teacher are on page 42 in the N–ABELS Administrative Manual)

Directions to the student:

Work the problems in the boxes below.

Write your answers on the lines.

1. 6,849 + 5,673 = _____
2. .19 + 13.4 + 70.8 + 3.94 = _____
3. 47.3 + 706.53 + 738 + .309 = _____

1.	2.	3.

4. 5,009 – 684 = _____
5. 472 – 5.62 = _____
6. 5,784 – 436.5 = _____

4.	5.	6.

7. 8,300 x 70 = _____

8. 9.4 x 43 = _____

9. 67.03 x 5.9 = _____

7.	8.	9.

10. 62,923 ÷ 707 = _____

11. 1.25 ÷ 50 = _____

12. 52.44 ÷ 7.6 = _____

10.	11.	12.

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 5 – ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION

Form D

Name _____ Date _____

Learning Goal: The essential mathematics skill 5 requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.

(The directions to the teacher are on page 42 in the N–ABELS Administrative Manual)

Directions to the student:

Work the problems in the boxes below.

Write your answers on the lines.

1. 9,738 + 3,884 = _____
2. 17.6 + 2.87 + .14 + 58.7 = _____
3. .806 + 56.8 + 309.64 + 945 = _____

1.	2.	3.

4. 7,006 – 592 = _____
5. 647 – 8.93 = _____
6. 9,641 – 784.2 = _____

4.	5.	6.

7. 7,800 x 40 = _____

8. 8.3 x 36 = _____

9. 73.04 x 4.7 = _____

7.	8.	9.

10. 52,374 ÷ 903 = _____

11. 14 ÷ .175 = _____

12. 49.68 ÷ 9.2 = _____

10.	11.	12.

Check one: The student achieved the goal _____

Retesting will be necessary _____

ANSWER KEY TO FORM A MATH SKILL FORMS

MATH SKILL 1 (a)

The students should read the numerals as follows:

1. 25,000,368 – Twenty-five million, three hundred sixty-eight
2. 943,005 – Nine hundred forty-three thousand, five
3. 1,007,607 – One million seven thousand, six hundred seven
4. 378.07 – Three hundred seventy-eight and seven-hundredths
5. $14.08 – Fourteen dollars and eight cents
6. 11 17/32 – Eleven and seventeen-thirty seconds

MATH SKILL 2

1. a., c., f.
2. b., g., h.

MATH SKILL 5

1. 12,333
2. 109.22
3. 1,302.865
4. 5,534
5. 381.24
6. 4,489.3
7. 335,000
8. 381.9
9. 182.476
10. 76
11. 40
12. 7.7

ANSWER KEY TO FORM B MATH SKILL FORMS

MATH SKILL 1 (a)

The students should read the numerals as follows:

1. 36,000,236 – Thirty-six million, two hundred thirty-six
2. 836,003 – Eight hundred thirty-six thousand, three
3. 2,006,304 – Two million, six thousand, three hundred four
4. 436.03 – Four hundred thirty-six and three hundredths
5. $19.07 – Nineteen dollars and seven cents
6. 14 9/64 – Fourteen and nine sixty-fourths

MATH SKILL 2

1. c., d., f.
2. c., f., h.

MATH SKILL 5

1. 15,090
2. 100.849
3. 1,331.858
4. 3,255
5. 673.68
6. 7,642.47
7. 106,000
8. 161
9. 282.003
10. 93
11. 2.5
12. 8.5

ANSWER KEY TO FORM C MATH SKILL FORMS

MATH SKILL 1 (a)

The students should read the numerals as follows:

1. 43,000,368 – Forty-three million, three hundred sixty-eight
2. 563,030 – Five hundred sixty-three thousand, thirty
3. 3,001,704 – Three million, one thousand, seven hundred four
4. 647.03 – Six hundred forty-seven and three hundredths
5. $16.34 – Sixteen dollars and thirty-four cents
6. 11 23/29 – Eleven and twenty-three twenty-ninths

MATH SKILL 2

1. b., c., f.
2. d., e., g.

MATH SKILL 5

1. 12,522
2. 88.33
3. 1,492.139
4. 4,325
5. 466.38
6. 5,347.5
7. 581,000
8. 404.2
9. 395.477
10. 89
11. .025
12. 6.9

ANSWER KEY TO FORM D MATH SKILL FORMS

MATH SKILL 1 (a)

The students should read the numerals as follows:

1. 6,460,372 – Six million, four hundred sixty thousand, three hundred seventy-two
2. 51,000,364 – Fifty-one million, three hundred sixty-four
3. 3,006,607 – Three million, six thousand, six hundred seven
4. 374.07 – Three hundred seventy-four and seven hundredths
5. $16.08 – Sixteen dollars and eight cents
6. 47 17/43 – Forty-seven and seventeen forty-thirds

MATH SKILL 2

1. a., b., d.
2. a., d., h.

MATH SKILL 5

1. 13,622
2. 79.31
3. 1,312.246
4. 6,414
5. 638.07
6. 8,856.8
7. 312,000
8. 298.8
9. 343.288
10. 58
11. 80
12. 5.4

REFERENCE SKILL 1 – DICTIONARY USAGE

Form ____

Name _____ Date _____

Learning Goal: The essential reference skill 1 requires the student to use alphabetical order to locate words in the dictionary.

(The directions to the teacher are on page 50 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write the alphabet in alphabetical order.

Bring it to me when you are finished.

Directions to the student: (Read orally to the student).

I am going to give you two words to look up in the dictionary.

Please find each word and show it to me.

Words used: 1. _____

2. _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 2 – ENCYCLOPEDIA USAGE

Form ____

Name _____ Date _____

Learning Goal: The essential reference skill 2 requires the student to use alphabetical order to locate a topic in the encyclopedia and to locate a cross–reference for the same topic.

(The directions to the teacher are on page 52 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

I am going to give you a topic to look up in the encyclopedia. Please locate the topic and one cross–reference and show them to me.

Topic Used: _____

Cross–Reference: _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 3 – CARD CATALOG USAGE

Form ____

Name _____ Date _____

Learning Goal: The essential reference skill 3 requires the student to use the card catalog and classification system to locate material by subject entry in the media center.

(The directions to the teacher are on page 54 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

I am going to give you a subject entry to look up in the card catalog. Please use the card catalog to find two different types of material on the subject such as a book, filmstrip, record, tape, transparency, or picture.

Find the items and bring them to me.

Subject Used: _____

Items Retrieved: 1. _____

2. _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 4 – MAP USAGE

Form A

Name _____ Date _____

Learning Goal: The essential reference skill 4 requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

(The directions to the teacher are on page 56 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write your name and date in the blanks at the top of this form.

Please answer the following questions about this map of Nebraska. Study the map carefully before you answer.

1. The city of Hastings lies in Adams County. What county is west of Adams County? _____
2. If you were traveling from Sidney to Ogallala in which major direction would you go? _____
3. What body of water lies about 10 miles northwest of Pawnee City? _____
4. What are the map coordinates for the city of Valentine? _____
5. What body of water is within map coordinates M–15? _____
6. What is the straight line distance between Oshkosh and Sidney? _____
7. What is the largest town located about 47 miles north of Hebron? _____
8. What river runs near Brewster? _____
9. What Point of Interest is at Gothenburg? _____
10. By traveling on highways State 32 and U.S. 81, what is the highway mileage between the towns of West Point and Norfolk? _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 4 – MAP USAGE

Form B

Name _____ Date _____

Learning Goal: The essential reference skill 4 requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

(The directions to the teacher are on page 56 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write your name and date in the blanks at the top of this form.

Please answer the following questions about this map of Nebraska. Study the map carefully before you answer.

1. The city of Alliance lies in Box Butte County. What county is north of Box Butte County? _____
2. If you were traveling from Fremont to Oakland, in which major direction would you go? _____
3. What body of water lies about 25 miles south of Holdrege? _____
4. What are the map coordinates for the city of Kearney? _____
5. What large body of water is partially within map coordinates I–9? _____
6. What is the straight line distance between Valentine and Ainsworth? _____
7. What is the largest town located about 40 miles west of West Point? _____
8. What river runs near Fairbury? _____
9. What Point of Interest is just west of Bancroft? _____
10. By traveling on highways U.S. 136 and State 14, what is the highway mileage between the towns of Red Cloud and Clay Center? _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 4 – MAP USAGE

Form C

Name _____ Date _____

Learning Goal: The essential reference skill 4 requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

(The directions to the teacher are on page 56 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write your name and date in the blanks at the top of this form.

Please answer the following questions about this map of Nebraska. Study the map carefully before you answer.

1. The city of Norfolk lies in Madison County. What county is south of Madison County? _____
2. If you were flying from Hastings to Elwood, in which major direction would you go? _____
3. What body of water lies just northeast of Loup City? _____
4. What are the map coordinates for Nebraska City? _____
5. What is the largest body of water within map coordinates J–12? _____
6. What is the straight line distance between Wilber and Wahoo? _____
7. What is the largest town located about 65 miles east of Grand Island? _____
8. What river runs near McCook? _____
9. What Point of Interest is at Red Cloud? _____
10. By traveling on highways State 7 and U.S. 20, what is the highway mileage between the towns of Brewster and Bassett? _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 4 – MAP USAGE

Form D

Name _____ Date _____

Learning Goal: The essential reference skill 4 requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

(The directions to the teacher are on page 56 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write your name and date in the blanks at the top of this form.

Please answer the following questions about this map of Nebraska. Study the map carefully before you answer.

1. The town of Loup City is in Sherman County. What county is east of Sherman County? _____
2. If you were flying from Lincoln to Ponca, in which major direction would you go? _____
3. What body of water lies about 10 miles north of McCook? _____
4. What are the map coordinates for the city of Tekamah? _____
5. What body of water is mostly within map coordinates D–13? _____
6. What is the straight line distance between Ainsworth and Burwell? _____
7. What is the largest town located about 45 miles south of Norfolk? _____
8. What river runs near Nebraska City? _____
9. What Point of Interest is about 3 miles east of Trenton on highway U.S. 34? _____
10. By traveling on highways U.S. 6 and State 61, what is the highway mileage between the towns of McCook and Grant? _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

INQUIRY SKILL 4

FORM A KEY

1. Kearney County
2. East
3. Burchard Lake
4. B–14
5. Harry D. Strunk Reservoir
6. Accept answers in the 35–40 mile range
7. York
8. North Loup River
9. Pony Express Station
10. 53 miles

FORM B KEY

1. Dawes County
2. North
3. Harlan County Reservoir
4. L–19
5. Lake McConaughy
6. Accept answers in the 40–45 mile range
7. Madison
8. Little Blue River
9. John G. Neihardt Center
10. 54 miles

FORM C KEY

1. Platte County
2. West
3. Sherman Reservoir
4. L–30 also accept L–29
5. Sutherland Reservoir
6. Accept answers in the 50–55 mile range
7. Seward
8. Republican River
9. Willa Cather House
10. 61 miles

FORM D KEY

1. Howard County
2. North
3. Hugh Butler Lake
4. G–28
5. Merritt Reservoir
6. Accept answers in the 60–65 mile range
7. Columbus
8. Missouri River
9. Massacre Canyon Monument
10. 89 miles

NOTE: Although possible alternative answers have been suggested in some cases, teachers should use judgement in accepting reasonable alternative answers in other cases.

NEBRASKA–ASSESSMENT BATTERY OF ESSENTIAL LEARNING SKILLS

STUDENT PROGRESS REPORT FORM

Student Name _____ Parent's Name _____

Birthdate _____ Address _____

Class of:

1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989

Skill	Date Taken				Date of Mastery
	Form A	Form B	Form C	Form D	
Reading					
Writing					
Spelling					
Math 1					
Math 2					
Math 3					
Math 4					
Math 5					
Reference 1					
Reference 2					
Reference 3					
Reference 4					
N-ABEL Student – All Skills have been successfully mastered					